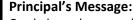# Ramona Elementary School

41051 Whittier Ave. • Hemet, CA 92544 • (951) 765-1670 • Grades K-5
Ms. Stacy Sorenson, Principal
ssorenso@hemetusd.org
http://ramona.hemetusd.org

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Hemet Unified School District
1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetusd.org

District Governing Board

Mrs. Marilyn Forst

Mrs. Megan Haley

Dr. Lisa DeForest

Mr. Vic Scavarda

Mr. Jim Smith

Mr. Ross Valenzuela

Mr. Joe Wojcik

District Administration

Dr. Barry L. Kayrell
Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

Principal's Message:

Our balanced, comprehensive, success oriented program addresses all aspects of the elementary school student. Parents and teachers are partners in providing opportunities for their children/pupils to achieve a personal best. Students are encouraged to develop a vision of excellence for their future, while learning to accept responsibility for their actions and achievement.

Student expectations are well defined and modeled. Ramona teachers have become well versed in the new California Common Core State Standards. Each teacher has attended intensive trainings. On-going Professional Development will continue as the new standards are implemented. Instruction is designed to address standards in order for all students to achieve proficiency.

"Together We Can!"
Working together with our community, Ramona Elementary School strives for academic achievement and the establishment of a creative learning environment that effectively serves a diverse population of students. Using available resources, standards-based instruction, data analysis of student work, and differentiated school day intervention programs, all students will demonstrate achievement at or above the proficient level in the core areas in alignment with the California Common Core.

About This School
Students at Ramona School come from a variety of backgrounds, which represent a diverse culture and socioeconomic population.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.

6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
• View this SARC online at the school and/or LEA Web sites.
• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
• For additional information about the school, parents and community members should contact the school at (951) 765-1670.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	133
Gr. 1	133
Gr. 2	121
Gr. 3	125
Gr. 4	114
Gr. 5	123
Total	**749**

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	8.8
American Indian or Alaska Native	0.9
Asian	0.3
Filipino	0.8
Hispanic or Latino	59.9
Native Hawaiian/Pacific Islander	0.0
White	25.5
Two or More Races	3.7
Socioeconomically Disadvantaged	93.1
English Learners	20.3
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair.

Teacher Credentials			
Ramona Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	32		34
Without Full Credential	1		0
Teaching Outside Subject Area of Competence	0		0
Hemet Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	928
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ramona Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	94.79	5.21
High-Poverty Schools	94.85	5.15
Low-Poverty Schools	91.67	8.33

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, including English Learners, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 09/02/14 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts			
K-5 Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8 Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12 Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development			
K-5 English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12 English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12 High Point	National Geographic	2001	6/05
Mathematics			
K-5 Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8 McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8 California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8 California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12 California Geometry	McDougal Littell	2007	6/08
9-12 Algebra 1	McDougal, Littell	2008	6/08
9-12 Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12 Algebra 2	McDougal Littell	2007	6/08
9-12 Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12 PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13 Calculus	Addison Wesley	1999	6/99
13 Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08

Adopted Textbooks			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Social Science			
K-5 History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6 History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7 History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8 History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9 World Geography	McDougal Littell	2006	6/07
9 Health	Prentice Hall	2011	11/09
11 World History, The Modern World	Prentice Hall	2007	6/07
12 US History, Modern America	Prentice Hall	2008	6/07
13 Magruders American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13 Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13 Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language			
6-8 Dime! Uno	McDougal Littell	1997	
9-12 Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12 Bienvenue, French 1	Glencoe	1998	7/00
9-12 A bord, French 2	McDougal Littell	2000	6/00
9-12 En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12 En español! 1 & 2	McDougal Littell	2003	6/27
9-12 Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12 Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12 Abiendo Puertas (AP)	McDougal Littell	2003	6/27
----Science----			
K-5 Harcourt Science California Edition	Harcourt Brace	2001	3/01
6 Earth Science	Holt, Rinehart & Winston	2001	3/01
7 Life Science	Holt, Rinehart & Winston	2001	3/01
8 Physical Science	Holt, Rinehart & Winston	2001	3/01
9 California Earth Science	Prentice Hall	2006	6/08
10-12 California Biology	Prentice Hall	2007	6/08
10-12 Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12 Holt Physics California Edition	Holt	2007	6/08
12-13 Holt Modern Chemistry	Holt	2010	6/08
12-13 Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13 Integrated Principles of Zoology	McGraw Hill	2006	1/06
----Health----			
K-5 Health and Fitness	Harcourt, Inc.	2006	7/05
6-8 Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts			
9-12 Music Appreciation	McGraw Hill	2000	12/01
9-12 Stage Makeup	Watson-Guptill	1999	12/01
9-12 Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts			
K-10 Compass Learning	Odyssey	2012	6/11
4-12 SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12 High Point El	Hampton-Brown Co.	2001	5/05
4-12 Scholastic Read 180	Scholastic, Inc.	2002	5/05

Interventions Programs for Reading/Language Arts			
Grade Levels / Title	Publisher	Edition	Adopted
Mathematics			
K-10 Compass Learning	Odyssey	2012	6/11
K-10 MIND ST Math Program	MIND Research Institute	2012	10/11

Advanced Placement (AP) Textbooks			
Grade Levels / Title	Publisher	Edition	Adopted
AP Literature & Composition			
13 Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus			
12-13 Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming			
12-13 Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
AP Spanish Language & Literature			
9-12 Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
12-13 Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
12-13 Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
AP U.S. History			
10-12 Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
AP European History			
10-12 The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09
AP Art History			
10-12 Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
AP Biology			
12-13 Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science			
9-12 Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09
AP French – French Language 7 Culture			
12-13 AP Imaginez "Le Francais Sans Frontieres," 2nd edition	Vista Higher Learning	C (2012)	3/12
AP Government			
13 American Government, 10th Edition	Houghton Mifflin	C (2006)	12/06
AP Statistics			
10-12 The Practice of Statistics, 2nd Edition	Holtzbrinck Publishers	C (2003)	2/09
AP Music Theory			
10-12 Music in Theory & Practice, Vol. I & II, 8th Edition	McGraw Hill Publishing	C (2009)	12/10

School Facility Conditions and Planned Improvements (Most Recent Year)

Ramona Elementary School opened its doors in the fall of 1963. Ramona Elementary School currently contains 22 permanent classrooms and 18 relocatable classrooms. School cleanliness is a priority. The custodian takes great care to thoroughly clean and make small repairs to the school campus daily. Ramona is contained within fencing on all four sides.   Any visitors to the campus must check in through the office and provide picture identification which is then scanned into Lobby Guard. During the 2013 summer, the library received new carpeting and was repainted. Minor remodeling was completed to provide a more spacious environment for the students. Every classroom has adequate space and all the materials needed to ensure student success.

Our site was inspected as required by the Williams Legislation for the 2014/15 academic school year and received an Good rating.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/12/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 38C: Vent cover missing.
Interior: Interior Surfaces			X	Boys restrooms: Missing floor tile. Paper towel dispenser. K-1: Ceiling tiles have spots. K-2: Ceiling tiles have spots. Lounge: Ceiling water spot large. Portable girls restroom: Wallboard need replacing. Rm 1: Ceiling tiles have spots. Rm 17: Ceiling tiles have spots. Rm 19: 1 ceiling tile. Fountain has low pressure. Rm 2: Ceiling tiles have spots. Rm 20: 1 ceiling tile. Rm 24: Ceiling tile. 2 lights out. Rm 25: Ceiling tile. Rm 26: Ceiling tile. Rm 28: Ceiling tile. Rm 29: Water spots on ceiling tile. Wall paper ripped. Rm 3: Ceiling tiles have spots. Rm 30: Water spots on ceiling tile. Wall paper ripped. Rm 32: Wallpaper, 1 ceiling tile. Rm 36: Wall tear. Ceiling tile. Rm 37: Replace skirting. Ceiling tile. Rm 38A: Ceiling tile. Rm 4: Ceiling tiles have spots. 1 ceiling tile missing. Rm 40: Ceiling tiles have spots. Rm 41: Ceiling tiles have spots. Room 13: 3 ceiling tile missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Rm 10: 2 lights out. Rm 24: Ceiling tile. 2 lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Custodial room: Hot water handle. Rm 19: 1 ceiling tile. Fountain has low pressure.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 28: Ceiling tile.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
• The Academic Performance Index; and
• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

	CAASPP Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	41	47	67	49	48	49	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

	STAR Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	43	43	37	48	50	48	54	56	55
Math	49	46	47	42	42	41	49	50	50
HSS				39	38	41	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	6	5	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.1	22.1	25.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	67
Male	72
Female	61
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian/Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	66
English Learners	29
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	3	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	14	-7
Native Hawaiian/Pacific Islander			
White	-31	-17	17
Two or More Races			
Socioeconomically Disadvantaged	16	-1	-7
English Learners	20	31	-22
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. Parent Involvement activites include:
The Annunal Title 1 Parent Meeting
School Site Council
ELAC Committee
Family Literacy Night
"Raising Thriving Kids" parental training courses
PTA sponsored family night activites
Volunteering in classrooms
Attending student field trips
For more information, contact the site Principal, Stacy Sorenson at (951) 765-1670.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
COMPREHENSIVE SCHOOL SITE SAFETY PLAN
Board approved: October 8, 2013

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

A clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. In addition, earthquake, shelter-in-place, and lockdown drills are conducted per state requirements. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up with proper identification. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed.

School gates are closed right after the morning bell rings and opened when school dismisses.   All visitors and volunteers are not permitted on campus before school or during the school day unless they come through the office. Each visitor and volunteer is required to state their business at the school and produce proper identification. The identification is scanned into Lobby Guard before the individual(s) may enter the campus. Visitor badges, with name and picture, are provided and must be worn at all times while on school grounds. Visitors must scan their badge back into Lobby Guard when they exit the campus.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers as well as the custodian. The pupils take pride in the appearance of their school.

Safety screening has been installed on glass windows to prevent implosion and secured hazardous objects.

The SAFE after school program offers both academic enrichment and positive behavior support from the end of the school day until 6 p.m. each day school is in session.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	3.7	3.1	3.7
Expulsions Rate	0.1	0.1	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	8.5	6.9	7.3
Expulsions Rate	0.3	0.3	0.2
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		87.0

*   DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	25.2	23	22	0	2	1	5	4	5	0		
Gr. 1	25.4	19	23	0	3	1	5	3	5	0		
Gr. 2	27.8	22	24	0	2	1	4	4	4	0		
Gr. 3	23.6	21	25	1	1	1	4	4	4	0		
Gr. 4	26.3	24	23	0	2	2	4		3	0	3	
Gr. 5	29.6	22	25	1	2	2	2	3		2		3

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.88
Psychologist	0.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,721	$41,318
Mid-Range Teacher Salary	$64,296	$65,615
Highest Teacher Salary	$84,995	$84,981
Average Principal Salary (ES)	$110,982	$107,624
Average Principal Salary (MS)	$115,197	$112,817
Average Principal Salary (HS)	$122,416	$121,455
Superintendent Salary	$205,000	$206,292
Percent of District Budget		
Teacher Salaries	36	40
Administrative Salaries	6	5

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5095	$1040	$4,055	$68508
District	♦	♦	$4324	$68,761
State	♦	♦	4690	$69,324
Percent Difference: School Site/District			-6.2	-0.4
Percent Difference: School Site/ State			-13.5	-1.2

Types of Services Funded at Ramona Elementary School

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs that are funded are: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics.

OTHER PROGRAMS
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Lottery -- $43,813
Title I -- $161,016
Spec. Ed. Local Asst.--$82,091
Title lll--$567
ASES--$64,578
Special Education--$336,413
EIA-SCE--$29,014
EIA Limited English--8,202
Common Core State Standards - $57,600

Professional Development provided for Teachers at Ramona Elementary School

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs. During the last three years (2011-2015), over 650 days of professional training has been provided through the Hemet Unified School District Professional Development Academy. The training provided through the Academy allows teachers, administrators and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

Since the adoption of the Common Core Standards, the primary focus of the Professional Development Academy has been on the implementation and support of California Common Core Standards in English Language Arts and Mathematics. Thirteen Academic Coaches provide ongoing support and training in the skillful delivery of the newly adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data. Achievement data is used to determine site support and priorities for professional development opportunities. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program.

Administrators and Teachers are provided specific professional development to implement and support new and on-going instructional programs. Professional development is delivered through trainings on-site, at the District Professional Development Academy, and conferences. As new initiatives and instructional programs are implemented, Academic Coaches assigned to specific sites offer coaching support and additional training.